

Catalina High Magnet School

ARIZONA SCHOOL REPORT CARD 2003-04

3645 E. Pima, Tucson, AZ 85716

Tucson Unified District

AZ LEARNS¹

High School Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Michael Charles Schwanenberger
Schedule : 7:15 AM to 3:45 PM
Grades : 9-12
2003 Enrollment : 1640
Web Address : chms.tusd.k12.az.us
Phone Number : (520) 232-8400
Fax Number : (520) 232-8401
E-mail : michael.schwanenberger@tusd.k12.az.us

Mission

Catalina High Magnet has three magnet programs: aviation, health careers and traditional. The mission of Catalina High Magnet School is to produce students who are literate, educated, accountable, diverse, employable, responsible and successful.

School / Academic Goals

- Students at Catalina High Magnet School shall demonstrate an improved competency of 2.5% in general writing skills and strategies of the writing process, as measured by AIMS and Stanford 9 and CCSA.
- Students at Catalina High Magnet School will show an overall improvement on reading scores as measured by AIMS, CCSA, and Stanford 9, in relation to district and/or CHMS scores.

Instructional Programs

- Traditional (Basic) Honors Classes
- Adv. Placement/Pima CC Concurrent Course
- Gifted and Honors Classes
- Library Media Specialist Program

Enrollment

October 1, 2002 School Year Student Enrollment : 1478
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 100

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 47 minutes
First Day of School : 8/14/2003
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Faculty Leadership Positions
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relationships
- Ü School/Community Partnerships
- Ü Construction Considerations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	88.00
Other Professional Staff	7.00	Teacher Aide	24.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	4	7	0	1
7 to 9 years	3	10	0	0
10 or more years	4	32	2	2

Shared Responsibilities

School

Parents

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Studio

Extracurricular Activities

- Ü Academic Clubs
- Ü Interscholastic Sports Programs
- Ü Interscholastic Fine Arts Programs
- Ü MESA/APEX Club

Social Services

- Ü Welcome Center
- Ü Wellness Center
- Ü Pima Community College
- Ü Northern Arizona University

Transportation Policy

Students enrolled in any of the three Magnet Programs are provided with TUSD district transportation, by either a school bus or Sun Tran bus pass. Students who live outside of the 2 1/2 mile walk distance also receive TUSD district transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Recognized by Tucson Unified School District for improving student achievement on the Stanford Nine Test of Basic Skills in the areas of Reading, Writing, and Math.
- ü Recognized by Tucson Unified School District for improving student achievement on the State of Arizona's Instrument to Measure Standards (AIMS) and the CCSA in the areas of Writing, Reading and Math.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü USA Today Teacher of the Year	2001
ü Golden Bell Award	2001
ü University of Arizona/Circle K Teacher Award	2003
ü Football and Basketball Coaches of the Year	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	31	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	10	10	10	9
Promotion Rate ⁶	91	99	98	95
Retention Rate ⁷	9	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	78			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	329	3544	57534	94	88	91	480	488	491	61	52	46	13	16	16	16	20	23	11	13	15
All Students (Prior Year)	273	2900	51010	NA	NA	NA	471	483	483	54	47	45	17	19	20	22	22	23	7	12	11
Female	144	1665	28155	92	87	90	478	489	491	68	53	47	10	15	16	14	20	24	8	13	14
Male	185	1879	28932	95	90	89	482	488	491	55	51	46	14	16	15	18	20	23	12	13	16
African American	20	229	2558	74	91	86	473	478	475	71	66	64	18	14	15	6	10	16	6	10	6
Hispanic	129	1426	17547	96	88	86	473	474	475	71	67	64	10	14	15	17	14	15	2	5	6
Asian/Pacific Islander	18	125	1395	95	93	96	505	512	519	44	33	22	0	10	16	33	27	28	22	30	35
American Indian/Alaskan Native	NC	116	3794	NC	81	91	NC	474	468	NC	65	72	NC	15	13	NC	14	12	NC	7	3
White	154	1648	29790	95	89	86	485	499	501	52	38	34	15	18	17	17	25	29	17	19	20
Students with Disabilities	47	442	5562	92	91	93	463	455	461	89	84	79	0	9	10	0	6	8	11	1	3
Students without Disabilities	282	3102	51972	94	88	90	481	489	492	60	50	45	13	16	16	17	20	24	11	14	15
Limited English Proficient Students	58	421	5467	94	108	111	456	455	458	93	92	87	4	4	7	4	3	5	0	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	NC	53	10446				NC	453	472	NC	92	70	NC	2	13	NC	6	13	NC	0	4
Non-Economically Disadvantaged	328	3491	47088				480	489	495	60	51	42	13	16	16	16	20	26	11	13	17

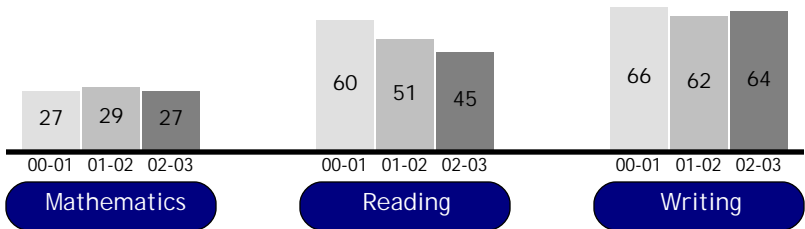
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	325	3496	56700	93	87	89	494	507	512	32	21	15	22	24	23	38	46	52	7	10	10
All Students (Prior Year)	269	2813	50525	NA	NA	NA	500	514	517	25	14	12	23	22	22	42	48	51	9	16	15
Female	144	1684	27862	93	88	89	494	513	517	29	16	12	23	24	22	43	49	54	5	12	12
Male	181	1812	28398	93	87	88	493	501	507	35	25	19	22	24	24	34	44	49	9	7	9
African American	21	222	2529	78	88	85	499	498	495	22	24	24	28	26	31	50	45	41	0	5	4
Hispanic	126	1425	17305	95	88	85	479	491	494	40	30	24	28	30	31	31	36	41	1	4	4
Asian/Pacific Islander	18	122	1382	95	91	95	511	524	530	0	10	6	44	25	17	44	47	59	11	19	17
American Indian/Alaskan Native	NC	126	3815	NC	88	91	NC	489	489	NC	32	29	NC	32	35	NC	31	35	NC	4	2
White	153	1600	29209	94	86	84	503	522	525	30	13	9	16	17	17	42	56	59	12	15	15
Students with Disabilities	44	395	5215	86	82	87	476	471	478	44	53	43	33	28	29	22	18	25	0	1	2
Students without Disabilities	281	3101	51485	94	88	89	494	508	513	32	19	15	22	23	23	39	47	52	7	10	11
Limited English Proficient Students	57	420	5378	92	107	109	451	462	471	85	61	48	12	31	36	4	7	15	0	1	0
Migrant Students	--	NC	689				--	NC	486	--	NC	31	--	NC	36	--	NC	30	--	NC	2
Economically Disadvantaged	NC	56	10358				NC	467	492	NC	49	26	NC	41	33	NC	10	37	NC	0	4
Non-Economically Disadvantaged	324	3440	46342				494	508	516	32	20	13	22	23	21	38	47	54	7	10	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	289	3089	55090	83	77	87	466	474	479	26	20	16	10	12	13	64	67	70	0	0	0
All Students (Prior Year)	248	2915	50572	NA	NA	NA	471	478	481	19	16	14	19	20	23	61	63	63	1	1	1
Female	133	1564	27752	86	82	89	466	479	483	26	17	13	5	11	12	69	72	75	0	1	0
Male	156	1525	26842	80	73	83	465	469	474	27	24	20	14	14	15	59	62	65	0	0	0
African American	24	198	2336	89	79	78	456	464	464	41	25	25	9	9	14	50	66	62	0	0	0
Hispanic	113	1210	16391	85	74	81	444	454	458	38	31	28	16	16	16	45	52	56	0	0	0
Asian/Pacific Islander	14	122	1356	74	91	93	491	484	499	0	14	7	13	14	9	88	70	83	0	1	2
American Indian/Alaskan Native	NC	105	3731	NC	73	89	NC	452	446	NC	33	37	NC	14	16	NC	53	47	NC	0	0
White	131	1454	29053	81	78	84	483	492	492	16	10	8	5	10	12	79	79	79	0	1	0
Students with Disabilities	27	219	4141	53	45	69	434	430	436	75	49	47	0	22	18	25	29	35	0	0	0
Students without Disabilities	262	2870	50949	88	81	89	466	476	479	26	19	16	10	12	13	64	68	71	0	1	0
Limited English Proficient Students	43	300	4711	69	77	96	395	412	422	83	73	61	8	12	13	8	15	26	0	0	0
Migrant Students	--	NC	666				--	NC	444	--	NC	39	--	NC	11	--	NC	50	--	NC	0
Economically Disadvantaged	NC	33	10168				NC	433	453	NC	53	32	NC	13	18	NC	34	50	NC	0	0
Non-Economically Disadvantaged	288	3056	44922				466	475	484	27	20	13	10	12	13	63	67	73	0	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	33	40	43	100	26	33	37	81	38	40	41
	Language	95	28	37	41	100	28	33	38	87	35	40	42
	Mathematics	94	53	57	59	100	48	50	56	89	57	57	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Catalina High Magnet School's priority is school safety. We provide consistent guidelines for all students and employees and enforce the TUSD 'Guidelines for Student's Rights and Responsibilities'.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mark Wagner	(520) 232-8648
Transportation Policy	Tariq Rasool	(520) 232-8405
Community Resources	Edie Lauver	(520) 232-8400
School Nutrition Programs	Robert Abalos	(520) 232-8400
Parent Organization	David Hine	(520) 232-8400
Student Health/Nurse	Marie Moyer	(520) 232-8447

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards